History Makers

No. A-313Z
Instructional Computing Courseware
for Apple® II Series Computers

for the love of learning

MEMBERSHIP EDITION

mecc

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Instructional Computing Courseware
for Apple® II Series Computers

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EDITION

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This manual is compatible

with

the *History Makers* disk

Version 1.x

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MECC
6160 Summit Drive North
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Library of Congress Cataloging-in-Publication Data

History makers [computer file]. — Version 1.0.

2 computer disks : sd., col. ; 3 1/2 in. + 1 manual.
System requirements: Apple II series computers; 128K; ProDOS; BASIC and assembly; 1 disk drive; color monitor recommended.
Title from title screen.
Ed. statement from disk label.
Copy-protected.
Audience: Grades 3–6, junior high.
Issued also on 5 1/4 in. computer disk.
Summary: Consists of a database of biographical information on 250 Native-, African-, Hispanic-, and Asian-Americans who have made significant contributions to American history as well as a game which makes students put these figures into historical context.
"A-313"—Disk label.
1. Minorities—United States—Biography—Juvenile software. 2. Indians of North America—Biography—Juvenile software. 3. Afro-Americans—Biography—Juvenile software. 4. Hispanic Americans—Biography—Juvenile software. 5. Asian Americans—Biography—Juvenile software. 6. United States—Biography—Juvenile software. [1. Indians of North America—Biography—Software. 2. Afro-Americans—Biography—Software. 3. Hispanic Americans—Biography—Software. 4. Asian Americans—Biography—Software. 5. United States—Biography—Software] I. Minnesota Educational Computing Corporation.
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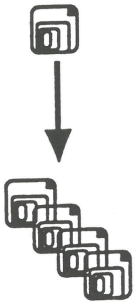	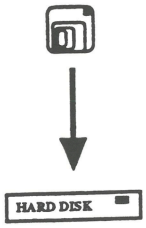	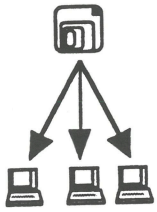	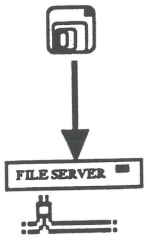
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		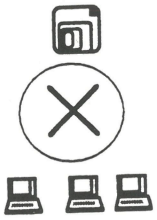	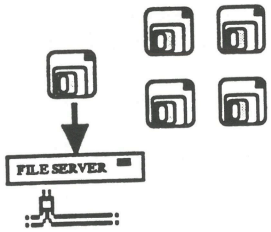
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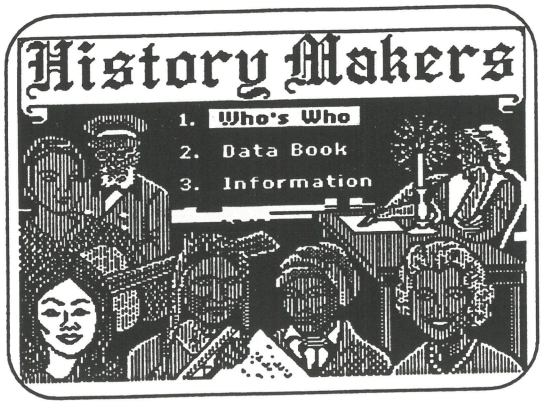
The Product at a Glance



History Makers is designed to foster student interest in people of diverse cultural backgrounds who have made significant contributions to American history. Native, African, Hispanic, and Asian Americans of both genders are represented, and, in addition, women of European descent.

Curriculum Area: Social Studies

Subject: History

Grade Range: 3–6, junior high

Required Hardware: Apple II series computer with 128K RAM; color monitor recommended but not required

Classroom Use: Individual or paired students

Learning Objectives:

- to identify women and men of diverse cultural backgrounds who have made significant contributions to American history
- to locate information about specific individuals using an on-line database
- to collect and interpret data in order to solve a problem

The Product in Detail

Main Menu

History Makers contains one game, a database, an information section, and Management Options.

Who's Who is a game similar to "Twenty Questions," in which students must identify people by their responses to specific questions.

Data Book provides users with direct access to all of the information stored in the database. This database provides the names and information used in the game of **Who's Who**.

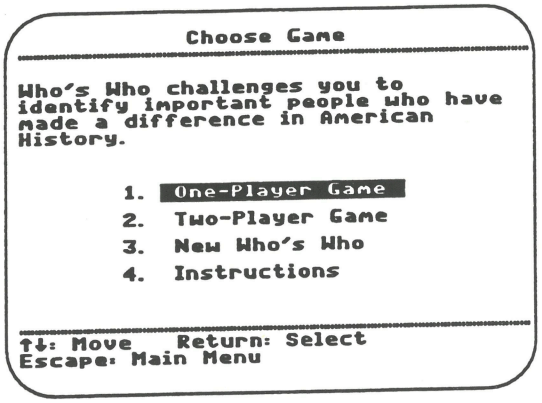
Information provides an overview of the product.

This product includes **Management Options**, which provide teacher control of various aspects of the game of **Who's Who**. Specifically, the game can be set to allow for individual play or for two users to play competitively. If two are playing, the game can be further tailored to allow a different level of difficulty for each player. Teachers may also wish to define the ethnic groups that are to be included in the data for the game. Be sure, however, to review the advantages and disadvantages of limiting the groups. Finally, **Management Options** provide the ability to clear the high-scorers' list—the New Who's Who.

Who's Who

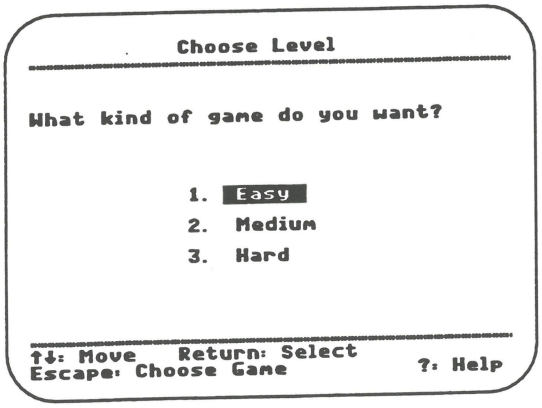
Who's Who is a game in which players must discover the identities of four people hidden behind a set of four doors. By asking questions of the people behind the doors, players can learn basic facts about each person, e.g., when they were born. With these facts and the aid of the on-line "Data Book," players can identify each unknown person by selecting the correct name from a list of candidates.

A complete game of Who's Who consists of three rounds of play. Each round has a set of four doors. Points are awarded for correctly identifying the person behind each door. The top ten scorers earn a place in the New Who's Who list.


Choose Game
Who's Who challenges you to identify important people who have made a difference in American History.
1. One-Player Game
2. Two-Player Game
3. New Who's Who
4. Instructions
↑↓: Move Return: Select
Escape: Main Menu

To begin a game, select Who's Who from the Main menu. You will have the option to play the game, see the high-scorers' list, or see the instructions.

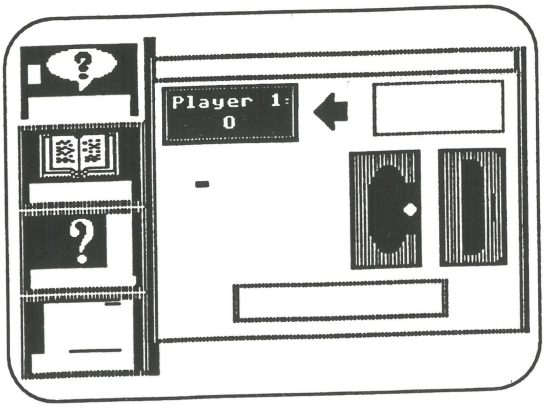
The instructions explain the purpose of the game and provide a reminder to use the Data button on the game screen to check facts about people that you suspect to be behind the doors.



After choosing to play the game, you must select the level of difficulty at which you wish to play.

The selected level of difficulty determines:

- the method used to select one of the four doors (by selecting a door, players may ask questions of the person hidden *behind* the door);
- the number of names in the list from which you select the correct names;
- the type of answers that the people behind the doors will give to the questions you ask.

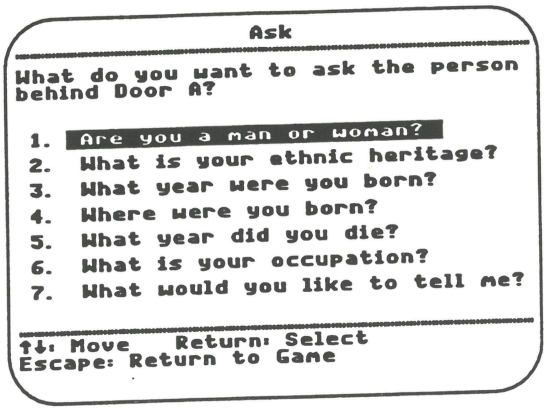


Game Screen

The game screen consists of four action buttons along the left side of the screen; the category, round, and score information at the top of the screen; and the four doors—A, B, C, and D— behind which are the four persons who must be identified.

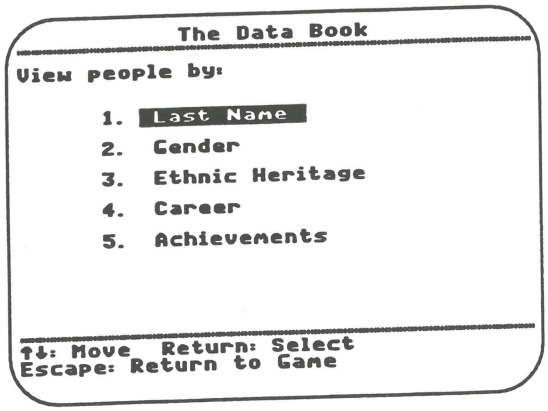
At the Easy level, the first step in identifying someone is to choose the Ask button. Use the Arrow keys to put the box around one of the doors.

At the Medium and Hard levels of difficulty, the Ask button is replaced with the Spin button. Choosing this button randomly selects one of the four doors or "Player's Choice." If the box lands on "Player's Choice," you have the opportunity to choose any door.


Ask
What do you want to ask the person behind Door A?
1. Are you a man or woman?
2. What is your ethnic heritage?
3. What year were you born?
4. Where were you born?
5. What year did you die?
6. What is your occupation?
7. What would you like to tell me?
↑↓: Move Return: Select
Escape: Return to Game

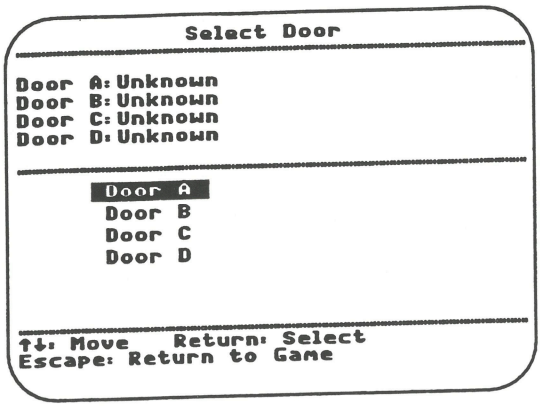
Pressing the Space Bar "knocks" on the door and displays a list of questions that may be asked. When asked, the person behind that door responds with appropriate information.

Note: At the more difficult levels of play, the person may respond with an indirect answer, e.g. "I was born before the Civil War," or "I share the same heritage as the person behind Door A." Repeated questions may or may not yield more direct answers.

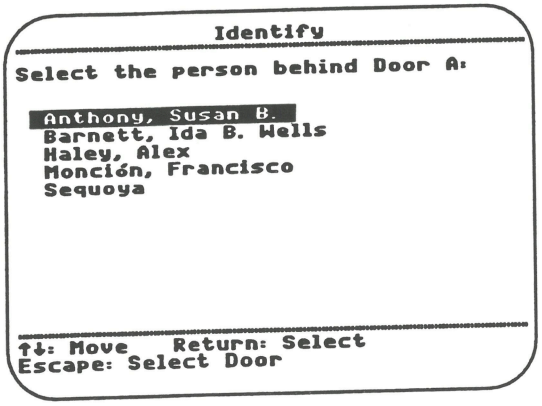


Selecting the Data button displays the **Data Book**. The **Data Book** is always available. With this on-line database, players may research facts about individuals who *may* be behind the doors.

The **Data Book** that is available from the game screen is functionally identical to the one available from the Main menu. For a complete discussion of the **Data Book**, see page 7.



To identify someone, choose the Identify button to display the list of doors. Note that the top of the screen shows which doors have people who have already been identified—in this example, all of the people behind the doors are "unknown."

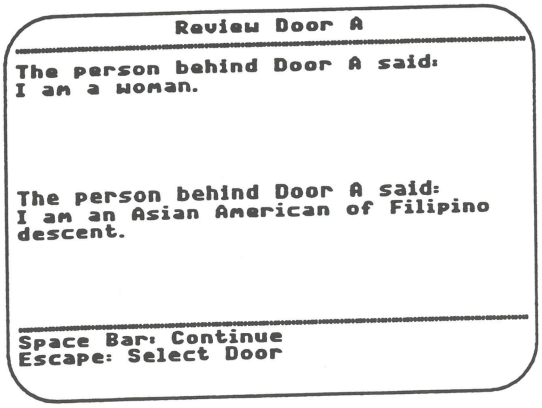


Upon choosing a door, the list of possible people behind the door is displayed.

Note: You will have the same list of names to choose from for all four doors; of course, there is someone different behind each door.

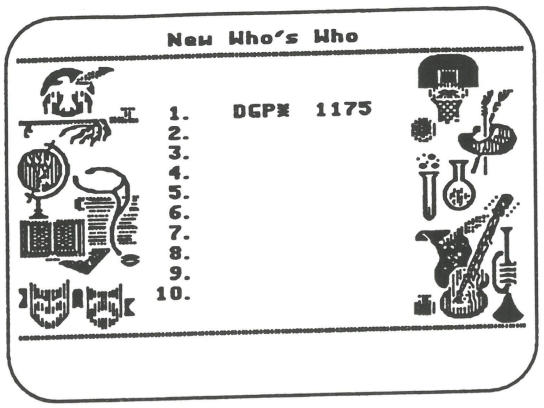
At the Easy level of difficulty, there are five names to choose from; at the Medium and Hard levels, there are seven and ten names, respectively.

Choosing the correct names earns points. You have three chances to identify the person before the name is revealed to you.


Review Door A
The person behind Door A said:
I am a woman.
The person behind Door A said:
I am an Asian American of Filipino descent.
Space Bar: Continue
Escape: Select Door

The Review button displays the list of doors. Selecting a door by name will show you the responses to the first 16 questions that you have asked the person behind that door.

Press the Space Bar to see additional pages of information.



The round continues until all four people behind the doors have been identified. There are three rounds of play, the last being a "Bonus" Round in which players can earn an increased number of points for each door identified.

If you complete all three rounds and have a high score, you may be invited to enter your initials in the "New Who's Who."

Details About the Game

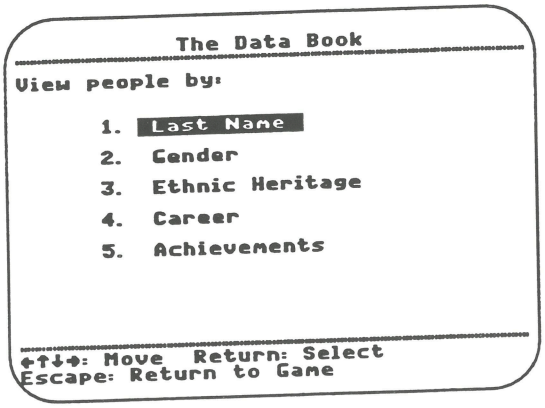
- At the beginning of a round, a category of information is selected at random. This category may be gender, ethnic heritage, or career. The four people behind the doors have the selected category in common, e.g., they may all be females, or African Americans, or scientists.
- At the Easy and Medium levels of play, the selected category of information is displayed at the top of the screen. At the Hard level of play, the category is *not* shown. You may earn additional points at the end of the round by identifying what each of the four people have in common.
- You earn points for each door identified. Incorrectly identifying someone behind a door decreases the number of possible points that can be earned. You have three chances to correctly name a person behind a door before that person's name is revealed.
- To earn a place in the New Who's Who, you must score more points than the lowest score on the list.

Two-Player Games

The game is identical for two-player games and single-player games, except that:

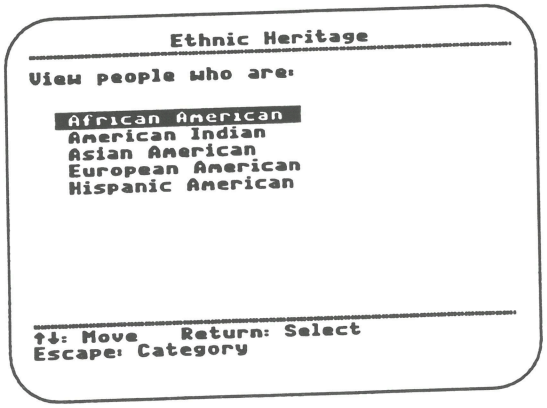
- players may play at different levels of difficulty, depending on the Management Option settings;
- Player One always goes first, and thereafter players take turns;
- asking questions or attempting to identify a person behind a door counts as a "turn"; using the Data and Review buttons does not;
- Player Two's doors are labeled E, F, G, and H;
- each player has a *different* set of names from which to choose;
- each set of names *may* have a different common connection among the four people;
- each player has an equal number of turns to identify all four doors; if Player One finishes first, Player Two will have one more chance.

The Data Book



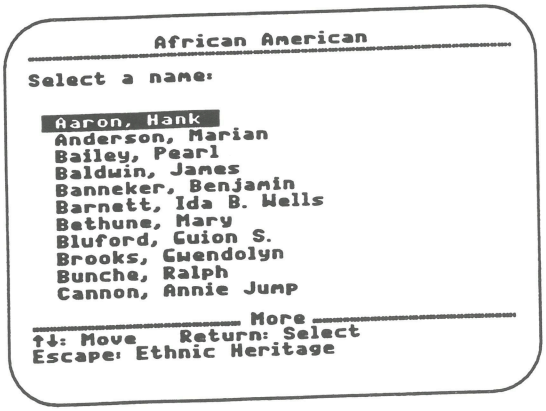
The **Data Book** is accessible from either the Main menu or by using the Data button on the game screen.

You may choose to see the complete list of names—alphabetical by last name—or by category.



Selecting a category displays the sub-group within that category of information.

In this example, Ethnic Heritage was selected.

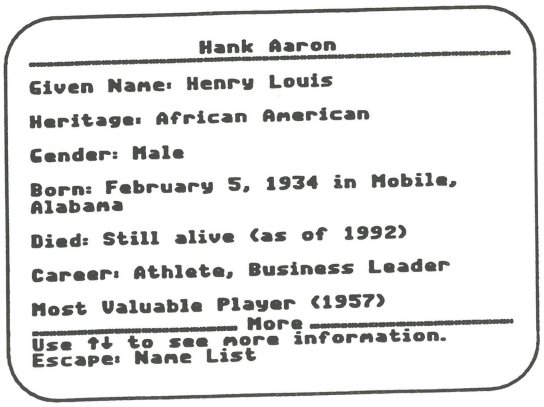


The sub-category lists those names that are appropriate, given your previous selections.

In this example, "African American" was selected from the previous menu, so the screen lists the names of all of the African Americans in the database.

If your previous category selection yields a single name, the Data Card on that person will be displayed, bypassing this screen.

Selecting a name from this list displays the Data Card on that person.

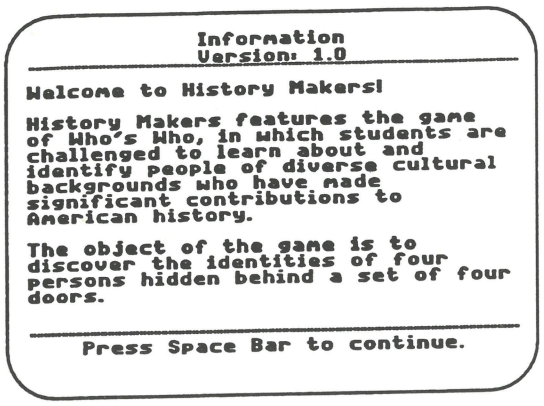


The Data Card shows all of the available information that the database has on the person you selected.

Note: You may need to use the Up-and Down-Arrow keys to be able to view all of the data.

The "(?)" notation appears after those dates where there is uncertainty over their accuracy.

Information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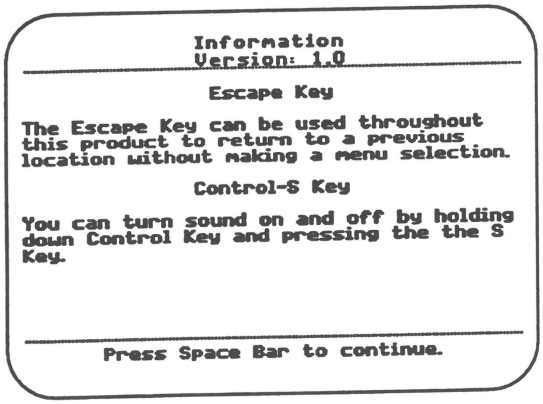
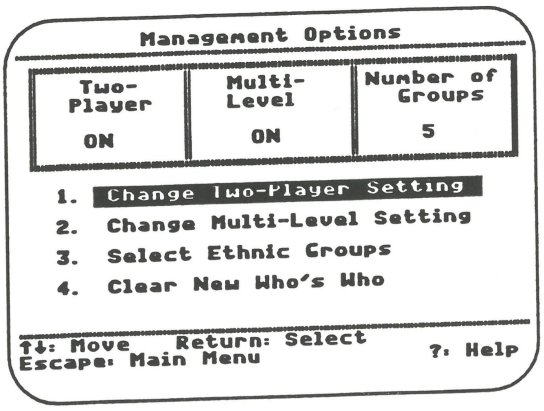
Version: 1.0
Welcome to History Makers!
History Makers features the game of Who's Who, in which students are challenged to learn about and identify people of diverse cultural backgrounds who have made significant contributions to American history.
The object of the game is to discover the identities of four persons hidden behind a set of four doors.
Press Space Bar to continue.

Select **Information** from the Main menu to read details about the product.


Information
Version: 1.0
Escape Key
The Escape Key can be used throughout this product to return to a previous location without making a menu selection.
Control-S Key
You can turn sound on and off by holding down Control Key and pressing the the S Key.
Press Space Bar to continue.

One of the Information screens explains the use of special keys available while playing the game.

Management Options



Accessing Management Options

Management Options can be accessed from the Main menu by typing Control-A (hold down the Control key and press the A key). These options are:

- turn Two-Player games on or off;
- turn Multi-Level play on or off;
- choose which ethnic groups are represented in the database;
- erase the New Who's Who list.

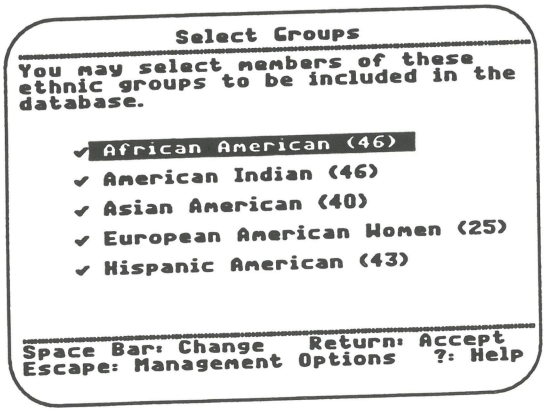
Two-Player and Multi-Level Settings

The game of Who's Who may be configured to be played by an individual student or by two students playing competitively.

Setting Two-Player to ON provides students the option to play alone or against someone. If Two-Player is OFF, a student may only play a one-player game.

The Multi-Level setting determines whether or not two students playing against each other must play at the same level of difficulty. If Multi-Level is on, students will have the option to select their own level of difficulty. If not, the level of play is set at a single decision point, with their choice affecting both games.

To turn the Two-Player or Multi-Level settings on or off, highlight the appropriate item on the menu and press the Return key. The change will be reflected at the top of the screen.


Select Groups
You may select members of these ethnic groups to be included in the database.
✔ African American (46)
✔ American Indian (46)
✔ Asian American (40)
✔ European American Women (25)
✔ Hispanic American (43)
Space Bar: Change Return: Accept
Escape: Management Options ?: Help

Selecting Ethnic Groups

You can choose which groups of people are to be accessible in the database and included in the game, i.e., those people that students will be asked to identify. Use the arrow keys to move through the list. Press the Space Bar to include or exclude specific groups. Groups with the check mark will be included in the game.

Note: It is recommended that you include all groups in the database and game. See the discussion on the next page.

To exit this screen without your changes taking effect, press the Escape key.

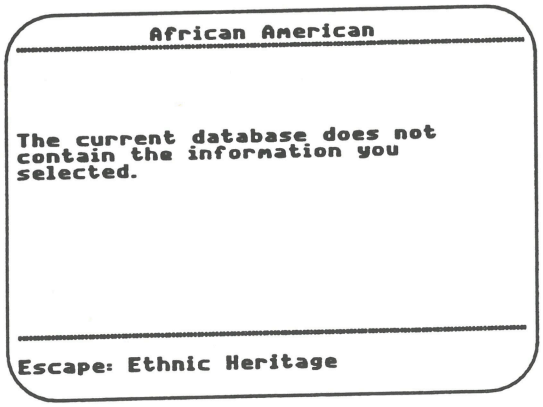
The Decision to Include or Exclude Ethnic Groups

The option to choose which ethnic groups are to be included in the database is intended to help you to tailor ***History Makers*** to specific curricular needs. In developing this product, reviewers requested the option to turn off certain groups in order to focus student attention on other groups. For example, if your classroom is focused on the accomplishments and contributions of, say, African Americans, you could turn off all other groups. Doing so may prove useful to your situation, but be aware that this action has negative side effects on the replayability of the **Who's Who** game.

To appreciate the potential effects, it's helpful to know that the database contains information on 200 individuals: an approximately equal number within the American Indian, African, Hispanic, and Asian groups, plus about 25 European American women. For a complete discussion of the database, see "Background Information," beginning on page 13.

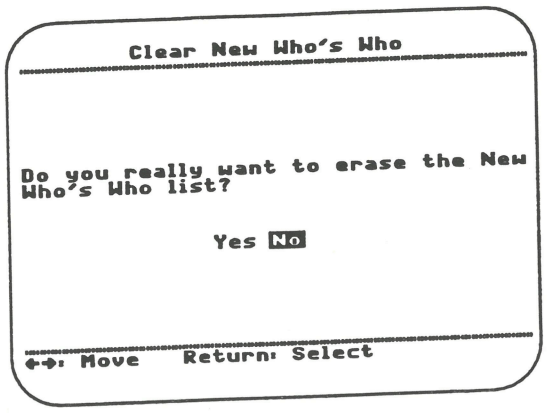
By turning off all groups but one—limiting the database to less than 25% of the total—your students will repeatedly encounter the same individuals, likely in the basic categories of gender and ethnic heritage, and perhaps only one or two careers. This *may* be desirable in some cases.

For repeated enjoyment and, more importantly, to help your students remain focused on the task, it is recommended that you include two or more groups in your database. Of course, using all five groups is best.



Another side effect of limiting the database is the appearance of the message at the left.

This message is displayed in situations where the ethnic groups selected in Management Options don't include the requested information (e.g., if the group "African Americans" were turned off and a student attempted to "view people by Ethnic Heritage" and chose "African American").



Clear New Who's Who

The New Who's Who list contains the initials and scores of students who have been the most successful with the game. Clearing the list erases all names in the list from the disk.

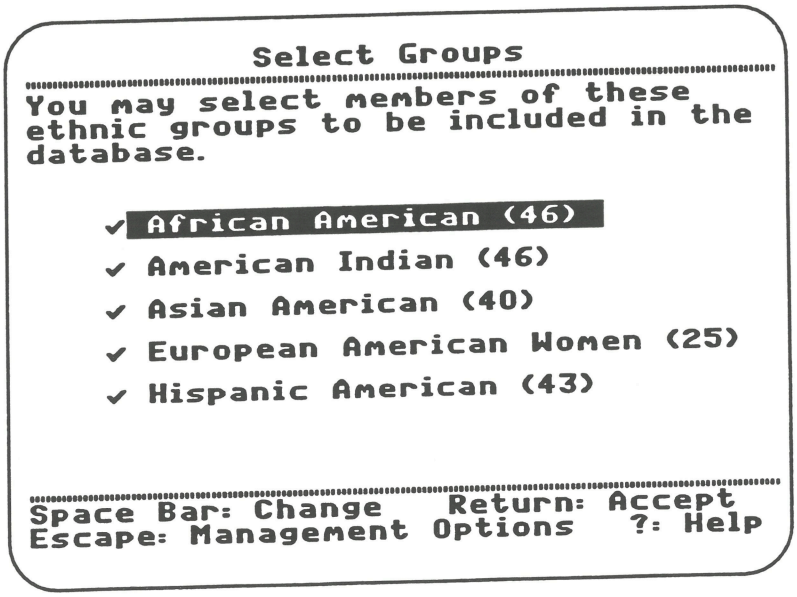
Note: This action *cannot* be undone.

Background Information

History Makers was born from the concern that, when historical figures, potential role models, and the like appear in textbooks, European men have traditionally received the greatest attention. Fortunately, there is a much-needed and welcomed change occurring in the latest versions of many textbooks to ensure that classroom materials today are more gender-balanced and multicultural.

History Makers exposes students to people from various cultural backgrounds, all of whom have made positive contributions to American society. It is intended to supplement those textbooks that you, as teacher, find to be deficient in their recognition of various cultures and to support those materials that you have found to have a multicultural approach and that are gender-fair.

At the heart of *History Makers* is a database of 200 individuals of various cultural backgrounds. Four major ethnic groups are represented: African, Asian, Hispanic, and Native American. In addition, 25 women of European descent have been included. Effort was made to maintain a 50/50 split between male and female representation in each of the first four groups. The exact number of people included within each group can be found by viewing the Select Groups screen in Management Options. The numbers in parentheses show the number of people in the database belonging to that group.


Select Groups
You may select members of these ethnic groups to be included in the database.
✔ African American (46)
✔ American Indian (46)
✔ Asian American (40)
✔ European American Women (25)
✔ Hispanic American (43)
Space Bar: Change Return: Accept
Escape: Management Options ?: Help

The People

Why 200? Why not more?

We put as many individuals as possible on the disk, given the space limitations of the Apple IIe 5.25" disk.

Why these 200? How was it decided to include this person and not that person?

It is a difficult task attempting to select the "most important" representatives of any given ethnic group; no matter which individuals of a particular heritage are selected, there will always be many, many others who could also be included. Rather than attempt to assign relative importance to individuals, we looked for a representative sampling of each group. We based our decisions on the following criteria:

- equal representation of gender;
- priority to people with documented multiple careers and accomplishments;
- positive role models, particularly living persons;
- representatives of many periods of American history, pre-American Revolution to the present;
- a cross-section from the well-known to the obscure;
- ties to existing and soon-to-be-released textbooks.

Every effort was made to avoid over-representation of one group or another within a particular field. This was done in an attempt to keep from perpetuating stereotypes (e.g., not all African Americans are musicians and not all Asian Americans are scientists).

Why these *groups?*

In order to have adequate representation of careers, we were required to have 40–45 individuals within each cultural group. We included as many groups as we could, given this constraint.

The Data

Biographical information for the database was found in a variety of sources. The "Reference" section (pages 37–38) lists the major sources of information. Many other sources, however, were used to verify specific pieces of data. Every effort has been made to ensure that the data is accurate. Unfortunately, biographical information on many individuals was either unavailable, imprecise, or inconsistent—particularly for persons born before 1900. In cases where two or more sources disagreed on birth or death information, a question mark appears after the date on the data card (in the **Data Book**). When responding to the question "What year were you born?" during the game, this person will answer "I think I was born in 1844."

```
Born: 1844 (?) in the area now
known as Humboldt Lake, Nevada
```

When the location of birth is within the boundaries of one of the current fifty states, but the area was not a part of the United States at that time, the phrase "in the area now known as . . ." precedes the state name and, if known, the town or city.

The Careers

The purpose for including careers as part of the **Data Book** and the game of **Who's Who** is to re-emphasize the presence of people of diverse cultures in all facets of American society. We were required to expand (sometimes broadly) the definition of some of the fields in order to help students appreciate similar roles across cultures. Some of the more unusual generalizations affect American Indian chiefs, who can be found listed under "political leader" and/or "military leader."

The "Writer" and "Social Activist" careers have the greatest number of names included. This is a result of our criteria for selection: the desire to use positive role models as well as people with multiple careers or areas of activity. In addition, we chose to include those individuals who had worked toward the improvement of the living and working conditions of people who shared their heritage and of society at large. Many of these individuals supported or documented their activist roles by writing about their viewers or the causes they supported—making it appropriate that they be included in the "social activist" and "writer" categories.

The Achievements

When a student asks the question "What would you like to tell me?," the person behind the door will respond with a list of honors or awards that that person has received. The list is by no means complete or comprehensive. We have selected those accomplishments that are generally well-known (Grammy Awards, Tony Awards), important to a specific field (Henry Draper Award, Inventor's Hall of Fame), or recognition of life-long accomplishment (Great Americans' Hall of Fame, Presidential Medal of Freedom). We also looked for special honors given to members of a specific group by other members of that group (Spingarn Medal, National Women's Hall of Fame).

Special notes about achievements

"Tribal Leader" is included in this last category, since the recognition as "chief" is generally the highest honor given by the tribe at large (or by the Tribal Council).

"First" is also recognized as an achievement. This can sometimes be construed as "tokenizing" the accomplishment of an individual by recognizing as significant something which someone else had already achieved. We chose to include "firsts" for their significance as "trail-blazers" in their chosen field. Many had to overcome the prejudice of their peers and/or of society at large in order to be successful.

Many individuals represented in the database are repeat winners of awards in their field—Johnny Bench, for example, won the Rawlings Gold Glove Award ten times during his career. In such cases, due to space limitations, the data in ***History Makers*** shows the *first* year in which a person won the award.

For a complete listing of the awards, honors, and achievements found in ***History Makers***, see Student Worksheet #5.

The Events

At the Medium and Hard levels of difficulty in **Who's Who,** students may randomly receive an *indirect* response to the question "When were you born?"; that is, the response will tie in the person's date of birth to historical events. These events may be general (that is, affecting the general population) or they may be specific to the cultural group of the respondent. In ***History Makers,*** the Revolutionary War and Civil War are considered general events, while the Civil Rights Act of 1964 and the Second Seminole War are considered to be culturally specific events.

The complete list of events can be found on Student Worksheet #6.

The Game of Who's Who

The levels of difficulty are defined by the size of the list of names from which students must choose and the quality and number of distractors. When collecting the names of the people who will be "hidden" behind the doors, the program selects a category and type of information—either gender, an ethnic group, or a career—and then randomly looks for four people who meet the criteria. For example, if the category is "gender" and the selected type is "female," the program looks for four females to hide behind the doors.

Once the "target" people are selected, the program collects the distractors that will also appear in the list from which students must choose. At the Easy level of difficulty, only one distractor is selected. This distractor is a "poor" distractor, i.e., it is fairly simple to discern its difference from the targets. In the case of the example above, a poor distractor would be a person from the database who is male. That name is then added to the list, and the game begins.

At the Medium and Hard levels, more names are selected (though there are still only four targets) and the quality of the distractors improves. In the above example, not only would more females be added to the list, but the new names would probably also have one or more other pieces of information in common with the targets: same careers, similar place of birth, etc.

Finally, the Easy level differs from the others in that the answers to questions asked by the students are all "direct"; that is, they supply specific pieces of information. For example, responding to the question "When were you born?," a direct answer would be "I was born in 1811." At the Medium and Hard levels of play, answers may be given "indirectly." An indirect answer to the same question would be "I was born before the Civil War."

Level	Names in List (4+ Distractors)	Number & Quality of Distractors	Answer Type
Easy	5	1: poor	100% direct 0% indirect
Medium	7	2: poor 1: good	75% direct 25% indirect
Hard	10	2: poor 4: good	50% direct 50% indirect

Classroom Ideas

Introducing *History Makers*

The primary purpose of ***History Makers*** is to provide a forum for exposing students to people of diverse cultural backgrounds who have made significant contributions to American society. The method for doing so is the game of **Who's Who**. Before playing the game, it may be helpful to discuss:

- African-, Asian-, Hispanic-, and Native-American men and women that students know of or have heard about. These may be people in the news, sports figures, fictional characters (from books, movies, and television), relatives, neighbors, etc.
- What contributions to American society have each of these groups made? How does someone "contribute"? Do entertainers contribute? writers? political leaders? and so forth.
- What careers do people from each ethnic group pursue? If stereotypical patterns emerge in the students' responses, challenge the students to question stereotypes (for example, "Are all good athletes African American?" or "Are all Asian Americans scientists?").

Students new to ***History Makers*** may benefit from a short demonstration of the game of **Who's Who**. Before playing a game as a group, distribute copies of Student Worksheets #1 and #2. Worksheet #1 explains the function of each of the four options on the game screen; Worksheet #2 lists the rules of the game.

Student Worksheet #3 (sides A and B) provides spaces for students to record responses to each type of question. Student Worksheet #4 serves a similar function but has a different format.

Student Strategies

The game of **Who's Who** provides students with an open environment for experimenting with and developing successful problem-solving strategies. Students may exhibit a wide variety of approaches to the problem of identifying the hidden persons as quickly as possible with the fewest number of questions asked.

Common successful strategies may include the following:

- Some students prefer to work in cooperative groups or pairs but *not* to play competitively. In many instances, these students tend to be more successful, or at least more successful sooner, than students who tend to work alone.
- Students may select "What is your occupation?" first since that question yields lists of all of the careers associated with the person being asked the question. They may then talk among themselves and relate previous experiences that narrow the list of possibilities. For example, if the person responds with "I am a writer and a social activist and a journalist," the students can use the **Data Book** to search for names that re-appear when the names are listed by specific careers.

Although individual student approaches vary greatly, each type of successful approach commonly features information collection, careful and complete record keeping, comparison, and analysis. Some students may not readily develop a successful strategy. Classroom discussions can, however, encourage students to share both successful and unsuccessful strategies.

Discussion Questions

These questions can be used to pique student interest in researching the people who have helped to shape American history and culture.

1. What is a "history maker"? A hero? An important leader? An athlete? What images come to mind when you hear the phrase "history maker"? What qualities might a history maker have?
2. Who are our heroes? Are they living or dead?
3. Can you name three people you consider to be role models? Can you rank them? What criteria did you use?
4. Consider your heroes and role models. Do they share your ethnic heritage? Gender? What do your role models have in common with each other?
5. America has had "heroes" in its past—George Washington, for example. Do you think our past heroes are still heroes by today's standards?
6. Compare your criteria for a role model with those of the class. Is there one person that embodies all of the qualities mentioned by the class? Is that person real or fictional?
7. Is there such a thing as a "Hispanic-American" hero? An "Asian-American" role model? If so, why? Why not?
8. Think about your heroes. How do you know about them? Are they fictional? Did you read about them? See them on TV? How important is popularity in choosing a role model?

Research Topics

Student Worksheet #5 lists specific honors, awards, and achievements found in ***History Makers***. Discuss with your students the significance of such awards. Some cultures place greater value on awards than others. Why might this be true? Ask students to research more than one award. Which awards are specific to just one ethnic group? Which are open to all groups?

Student Worksheet #6 lists specific historical events found in ***History Makers***. They are listed in approximate chronological order (although some events overlap). Six of the events are considered "general"; the remainder specifically affected one or two ethnic groups. In ***History Makers,*** World War I is considered a "general" event. Why would this be appropriate?

Lesson Plan: African-American Authors

This sample lesson plan can provide a framework for multiple lessons whose focus is a single ethnic group, a career, or a combination of the two.

Preparation

Time Required: A minimum of two class periods; however, depending on class interaction, it could take three or more periods

Group Size: Individuals or groups of two or three students

Equipment: Paper and pencil, ***History Makers***

Materials: None

Procedure

1. Direct students to search the library for books by African-American authors.
2. Calling students together, categorize the books by author, subject, and type.
3. Play ***History Makers***. Have students take special note when they encounter authors who are African Americans.
4. Back in the classroom, write on the chalkboard a list of the authors included in ***History Makers***. Ask "Do we have any books by these people in our library?" and "What is special about these people?"
5. Read parts of any of the books found. Look for similar themes.
6. Build a list of African-American authors.
7. Have individuals or pairs of students select one author and collect biographical data on that person.
8. Ask the students to report on their person by acting out a portion of the book or by "becoming" the author and describing his or her book.
9. Make a "Wall of Fame" poster, with each student or pair of students contributing a traced portrait of their author. Have them include book titles, characters, and themes found in that author's book. Hang the Wall of Fame in the classroom, hallway, or library.
10. As another activity, have students make their own "History Makers" game by putting their collective biographical facts for African Americans on index cards. Divide the class into two groups and invite representatives of each group to recite a fact about their "history maker." Repeat the activity until all cards are identified.

1

History Makers

The Game of Who's Who

Name: _____

(Easy level) The Ask button lets you choose a door. "Knocking" on the door lets you ask a question of the person hidden behind the door.

(Medium and Hard levels) The Spin button starts the spinner and chooses your door. If the spinner lands on "Player's Choice," you get to pick the door you want.

_____

The Data button lets you read through the **Data Book**. This won't cost you your turn or take away any points.

_____

The Identify button lets you choose the name of the person you think is behind one of the doors.

_____

The Review button lets you see the answers to the last 16 questions you have asked so far.

2

Who's Who

The Rules of the Game

- There are three rounds: Round One, Round Two, and the Bonus Round.
- In each round, you must identify the people behind four doors.
- Points are scored for each person you identify correctly.
- You have three chances to identify the person behind each door.
- You may use the Data and Review buttons as often as you want.
- You can earn the most points in the Bonus Round.
- You can earn more points when you play at the Medium and Hard levels than you can when you play at the Easy level.
- At the Hard level, you may also earn extra points by discovering what all four people have in common.

~ Two-Player Games ~

- Player One always starts.
- You have unlimited chances to identify the person behind each door.
- Player One's doors are A, B, C, and D.
- Player Two's doors are E, F, G, and H.
- A round ends when one player correctly identifies the people behind each door.
- If Player One finishes first, Player Two gets one more chance.

3a

Who Said What?

The Person Behind **Door A (E)** said:

1. "I am _____."
   [man / woman]
2. "I am _____."
   [ethnic heritage]
3. "I was born _____."
   [date of birth]
4. "I was born _____."
   [place of birth]
5. "I _____."
   [year of death or "still living"]
6. "I am _____."
   [occupation(s)]
7. "I _____."
   [accomplishments / awards / honors]

The Person Behind **Door B (F)** said:

1. "I am _____."
   [man / woman]
2. "I am _____."
   [ethnic heritage]
3. "I was born _____."
   [date of birth]
4. "I was born _____."
   [place of birth]
5. "I _____."
   [year of death or "still living"]
6. "I am _____."
   [occupation(s)]
7. "I _____."
   [accomplishments / awards / honors]

3b

The Person Behind **Door C (G)** said:

1. "I am _____."
   [man / woman]
2. "I am _____."
   [ethnic heritage]
3. "I was born _____."
   [date of birth]
4. "I was born _____."
   [place of birth]
5. "I _____."
   [year of death or "still living"]
6. "I am _____."
   [occupation(s)]
7. "I _____."
   [accomplishments / awards / honors]

The Person Behind **Door D (H)** said:

1. "I am _____."
   [man / woman]
2. "I am _____."
   [ethnic heritage]
3. "I was born _____."
   [date of birth]
4. "I was born _____."
   [place of birth]
5. "I _____."
   [year of death or "still living"]
6. "I am _____."
   [occupation(s)]
7. "I _____."
   [accomplishments / awards / honors]

4

How Do They Compare?

Round: One Two Bonus

(Circle One)

Fill in the chart below as the people behind the doors answer your questions.

Information	Door A (E)	Door B (F)	Door C (G)	Door D (H)
Gender				
Heritage				
Year of Birth				
Place of Birth				
Year of Death				
Occupation(s)				
Other Stuff				
Name				

What do these people have in common? _____

5

Research Topics

Honors, Awards, and Achievements

Listed here are the honors and achievements that can be found in ***History Makers***. Who presents these awards? Who is eligible to receive them? Other than those found in ***History Makers***, who else has earned these awards?

Academy Award (includes all categories)

Academy-Institute Award

Anisfield-Wolf Book Award (in Race Relations)

Athlete of the Year

Bronze Star

Cherokee Hall of Fame

Congressional Gold Medal

Congressional Medal of Honor

Country Music Hall of Fame

Dance Magazine Award

Distinguished Service Medal

El Angel Award

Emmy Award

Golden Globe Award

Grammy Award

Hall of Fame for Great Americans

Henry Draper Medal

Horatio Alger Award

Jane Addams Medal

Jockey of the Year

Lifetime Achievement Award (National Academy of Arts and Sciences)

Mademoiselle Award

Medal of Liberty

Most Valuable Player (Baseball) (includes American and National Leagues)

National Baseball Hall of Fame

National Book Award

National Inventor's Hall of Fame

National Medal of Science

National Tennis Hall of Fame

National Women's Hall of Fame

Nobel Prize

Olympic Medal

Presidential Medal of Freedom

Pulitzer Prize

Rawlings Gold Glove Award

Roosevelt Freedom Award ("Franklin D. Roosevelt Four Freedoms Award")

Rosenwald Fellowship

Spingarn Medal

Tony Award ("Antoinette Perry Award")

U.S. Olympic Hall of Fame

Research Topics

Events in History

Listed below are the historical events that will appear when playing the game of **Who's Who**. Some of the events occurred over a period of many years; others are a single date in history. *Note: For international conflicts, **History Makers** uses dates of U.S. involvement.* Select a topic to research. When did it occur? Who was affected by this event? Who were the people involved?

1. Revolutionary War
2. Battle of the Thames
3. Second Seminole War
4. Mexican War
5. First Wave of Chinese Immigration
6. Seneca Falls Convention
7. Fugitive Slave Act
8. Civil War
9. Emancipation Proclamation
10. Burlingame Treaty
11. Chinese Exclusion Act
12. Plessy vs. Ferguson court decision
13. Spanish-American War
14. Puerto Rico and the Philippines became U.S. territories
15. World War I
16. 19th Amendment ratified
17. Equal Rights Amendment first introduced
18. Indian Citizenship Act of 1924
19. World War II
20. Internment of Japanese Americans during World War II
21. Korean War
22. Equal Pay Act
23. Civil Rights Act of 1964
24. Vietnam War
25. Indian Civil Rights Act of 1968
26. Voting Rights Act for non-English speakers

Thinking Skills

Using Computer Software in a Thinking Skills Environment

Teachers are faced with the tremendous task of preparing today's students for tomorrow's world—a world characterized by change in an information-rich environment. Thinking skills are at the heart of this thriving, changing environment, for these are the behaviors students must practice in school and continue to apply for the rest of their lives.

It wasn't long ago that thinking skills were considered exclusive to gifted and enrichment classes. Today, however, thinking skills are viewed as an essential component of the total school curriculum. Developing these skills is the goal of each individual discipline. Many educators have, in fact, come to view thinking skills as perhaps the most basic of the basic skills because they facilitate the acquisition of all other learning.

At MECC, we view computer software as a vehicle for fostering students' thinking. Our products are curriculum-based, with thinking skills as a thread within subject areas. This provides an environment with many opportunities for teachers to highlight and reinforce thinking skills.

We believe teachers play a critical role in determining the classroom environment for thinking. Naturally, many teachers have taught thinking skills and will continue to do so using a variety of strategies. Our commitment is to provide teachers with the materials that help them do their job well: high-quality software that promotes the application of thinking skills.

Our approach to thinking skills reflects what both research and effective classroom practice has shown. That is, the approach that is most effective and appeals to most teachers is one that infuses thinking skills into existing content areas. Educators have told us they are interested in thinking skills as a method used in the instruction of a topic, not as a subject. By infusing thinking skills into existing content areas, MECC products integrate easily into teachers' curricula while providing a rich environment for students to practice skillful thinking. We strive to meet the challenge teachers face in promoting the skills that students need.

If schools are to integrate the teaching of thinking with regular academic instruction, they need to know what aspects of thinking to teach. After exploring the research that has been done in the area of thinking skills, MECC has chosen as a base the *Dimensions of Thinking* framework, published in 1988 by the Association of Supervision and Curriculum Development (ASCD). We chose this framework because it pulls together research and models from a variety of sources and brings the theory to the classroom level, applying it to that environment. In addition to knowing the subject matter that is covered, teachers now can see the specific thinking skills that are challenged within a product.

This section highlights ways in which teachers can use ***History Makers*** to promote thinking skills with their students. The following pages provide examples of how ***History Makers*** relates to the ASCD core thinking skills framework. Although only one thinking skill per category is correlated to a specific part of the product, each skill can be practiced on many levels and in many aspects of the product.

We realize the importance of thinking skills in the curriculum. We believe it is essential that students be taught thinking skills so that they have the tools to understand the past, deal with the present, and prepare for the future. We are confident that you will find ***History Makers*** of considerable value in your classroom as you foster student thinking.

A Framework for Thinking

The components used in thinking are referred to as *core thinking skills*. This framework defines those skills that appear in the repertoire of the model learner. Each skill selected is documented in research as important to learning or thinking, is teachable, and is valued by educators as important for students to learn.

The core skills of the ASCD framework are listed and defined below with examples of applications within ***History Makers***. The skills are neither discrete nor hierarchical. In fact, individual skills draw on other skills and can be used repeatedly in the thinking process. The selected examples are not exhaustive but highlight ways in which these thinking skills are used in ***History Makers***.

Source: *Dimensions of Thinking*, Association for Supervision and Curriculum Development (ASCD), 1988.

Definition of Core Thinking Skills Categories	Core Thinking Skills Components	*History Makers* Application
Focusing Skills allow students to attend to selected pieces of information and ignore others. Focusing occurs when students sense a problem, an issue, or a lack of meaning.	**Focusing Skills** • Defining Problems • Setting Goals	In ***History Makers***, students are challenged to identify people of diverse cultural backgrounds who have made a difference in American history. Students set personal goals in a game environment for points and levels of achievement.
Information Gathering Skills involve obtaining information and clarifying issues and meanings through inquiry.	**Information Gathering Skills** • Observing • Formulating Questions	Students select questions to ask to gather pertinent information and research data based on the type of information required.
Remembering Skills are those activities or strategies that students consciously engage in to store and retrieve information from long-term memory. Activating prior knowledge falls under this category.	**Remembering Skills** • Encoding • Recalling	As students continue their process of identifying people, they will recall answers to questions they have previously asked in order to narrow the field of choices.

Definition of Core Thinking Skills Categories	Core Thinking Skills Components	*History Makers* Application
Organizing Skills are used to arrange information so that it can be understood or presented more effectively.	**Organizing Skills** • Comparing • Classifying • Ordering • Representing	Students compare the answers to their questions with data found in the database. Students conduct database searches based on specific categories of information.
Analyzing Skills are used to clarify existing information by examining parts and relationships. Through analysis, students identify and distinguish components, attributes, claims, assumptions, or reasoning.	**Analyzing Skills** • Identifying Attributes and Components • Identifying Relationships and Patterns • Identifying Main Ideas • Identifying Errors	Students compare responses from one person against those of another to discover similarities and differences. Students look for relationships within each set of four people.
Generating Skills involve using the students' prior knowledge to add information beyond what is given. Connections between new ideas and prior knowledge are made as new information and ideas are recast into new structures.	**Generating Skills** • Inferring • Predicting • Elaborating	Students predict the identities of the unknown persons based on the responses to their questions. Given a common category, students infer the identities of persons who share specific information.
Integrating Skills involve putting together the relevant parts or aspects of a solution, understanding, principle, or composition and incorporating this integrated information into a new understanding.	**Integrating Skills** • Summarizing • Restructuring	Students experiment with and develop a wide variety of approaches to the problems of identifying an unknown person as quickly as possible with the fewest number of questions.
Evaluating Skills involve assessing the reasonableness and quality of ideas.	**Evaluating Skills** • Establishing Criteria • Verifying	Students can readily evaluate their performance with a number of elements in the game—scores, level of play, and the New Who's Who list.

Textbook Correlation

History Makers has been correlated to a variety of popular textbook series. Occasionally, you will find that these and other textbooks highlight the contributions of individuals in side-bar biographies or extension activities. Using *History Makers* at this time is appropriate to help emphasize the depth and breadth of contributions made by African, Asian, Hispanic, and Native Americans. A more common approach may be to tie *History Makers* to multicultural themes or special recognition of one or more ethnic groups as they appear in the textbooks.

Finally, at the Medium and Hard levels of play in **Who's Who**, students can be faced with geographic and historical-event references. Where it appears useful to tie *History Makers* to such content, it is so noted; on these occasions, the recommended level of play should be set to "Medium/Hard."

Houghton Mifflin 1991—Social Studies

From Sea to Shining Sea

Page	Theme	Levels of Play
60–115	Recognizing the accomplishments of American Indians. History, location, myths and legends, and culture are discussed.	all

This Is My County

Page	Theme	Levels of Play
2–6	The impact of immigration; the value of cultural diversity; definition of "Ethnic Group"	all
36–45	Regions; latitude and longitude; map reading	medium/hard
76–88	Contributions made by African Americans, European women	all
96–99	Civil Rights; significant personalities	all
154–158	Cultural diversity between the plains and forest Indians	all
206–251	The role of Native and Hispanic Americans in the American Southwest	all
256–277	The role of Asian, Native, and Hispanic Americans in the American West	all

This Is My County

Page	Theme	Levels of Play
282–297	The role of women in the development of new industries and technologies	all
332–335	Cultural changes brought by immigration	all

America Will Be

Page	Theme	Levels of Play
4–29	The role of people of diverse cultures in American society	all
30–57	The regions of America	medium/hard
86–103	Native American culture	all
213–223	Cultural diversity	all
352–400	Conflict between cultural groups	medium/hard
486–508	The contributions of women and immigrants in a developing nation	all
256–277	Civil rights for women, American Indians, and African Americans	all

D. C. Heath 1991—Social Studies

Exploring World Communities

Page	Theme	Levels of Play
32–33	Citizenship; people who devote their lives to help other	all
72–93	Native American culture	all
262–263	Citizenship; Women in Politics	all
310–311	Immigration	all

Exploring Regions Near and Far

Page	Theme	Levels of Play
78–83	Native American Culture	all
180–181	Citizenship; political and social activism	all
216–222	Contributions of Native, African, and Hispanic Americans living in the South	all

Exploring Regions Near and Far

Page	Theme	Levels of Play
230–231	Civil Rights Movement	all
267–271	Contributions of people of diverse ethnic backgrounds in the Midwest	all
318–323	Contributions of people of diverse ethnic backgrounds in the West	all
324–325	Citizenship; Hispanic Women in Politics	all

Exploring America's Heritage

Page	Theme	Levels of Play
31–33	Regions	medium/hard
44–70	The history and cultures of American Indians	all
280–288	The role of American Indians during the Westward expansion	all
292–316	The role of people of diverse cultures in the growth of America	all
320–339	The role of women in social reform	all
350–377	The role of women and African Americans before, during, and after the Civil War	medium/hard
395–397	The effect of Westward expansion on Native American population and culture	medium/hard
417–422	The role of immigrants and women in society during the late 1800s	all
452–468	Civil rights and the contributions of women, American Indians, and African Americans	all
492–497	Civil Rights and people of diverse cultures	all

Exploring Our World, Past and Present

Page	Theme	Levels of Play
561–565	Culture of the Indians of North America	all

Scott Foresman 1991—Social Studies

The textbooks **Communities Near and Far, Geography: Our Country and Our World, America Yesterday and Today,** and **Our World Yesterday and Today** all have many biographical sketches of African Americans and women who have made contributions to American history. These sketches are scattered throughout the textbooks rather than combined in a thematic chapter or unit. The same is true of significant leaders in specific careers.

Given such an organization, ***History Makers*** will probably tie into your social studies program nicely regardless of the particular chapter or unit.

References

An invaluable resource used in the creation of this product is *The Ethnic Almanac*, by Stephanie Bernardo, published by Dolphin Books (1981). It provides a well-balanced review of the contributions made by people of all cultural backgrounds to American culture. We recommend it for all classrooms and school libraries.

The *In America* books published by Lerner Publications Company are a good introduction for young readers to the history and contributions of the cultural groups represented in ***History Makers***. This series also includes books about Eastern and Western Europeans. These books are for readers grade 5 and up. The Lerner Publications Company is located at 214 First Avenue North, Minneapolis, Minnesota 55401.

Scores of reference books were used to check and double-check the data included in ***History Makers***. Many were used to find single pieces of information to corroborate a date or place of birth. Those used most often, or thought to make the most interesting reading by students, are listed here.

A number of *Who's Who in America* derivatives were used to locate data for ***History Makers***, including *Who Was Who in America* (vols. H and I-IX), *Who's Who of American Women*, *Who's Who in the World*, and *Who's Who in the West*. All are by the same publisher.

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Credits

The development team for ***History Makers*** included Larry Phenow, Dick Sisco, and Ju-Chang Wang. Rich Bergeron, Mike Palmquist, and Wayne Studer contributed significantly to the initial concept and design discussions.

The ***History Makers*** Test Team included Renee Beymer, Sue Minor, and several Testing associates. Ray Kush of the MECC Communications Department also made important contributions to the data.

Thanks are due The American Indian Science and Engineering Society of Boulder, Colorado; the Chinese Information and Culture Center of New York City, New York; and the National Aeronautics and Space Administration of Houston, Texas.

We would also like to thank Donna Nichols and Pamela Rojas of the Curriculum and Instructional Systems Graduate program at the University of Minnesota, Minneapolis, for their help in data collection.

History Makers was tested in the MECC Testing Lab by students enrolled in the Summer Math Camp of the American Indian Learning and Resource Center, Minneapolis, Minnesota.

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A. The law says that it is illegal to make or distribute copies of copyrighted material, including software, without authorization. If you do so, this is piracy, and you may face not only a civil suit, but also fines of up to $100,000 and jail terms of up to 5 years.

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Q. *I've read the license agreement for one of the software packages purchased by our school. What if I'm not sure that I understand the arrangement correctly?*

A. If you have trouble understanding the license agreement, help is available. Your school district's media or computer specialist may be able to answer your questions. In addition, you can always contact the software publisher and ask for a clarification of the license agreement as it applies to your school. Finally, if you still have questions, contact the Software Publishers Association for more information about software and the copyright law.

Q. *I'll bet most of the people who copy software don't even know they're breaking the law.*

A. Because the software industry is relatively new and because copying software is so easy, many people are either unaware of the laws governing software use or choose to ignore them. It is the responsibility of each and every software user to read and understand the license agreements of the products they use and to be sure that their software use complies with copyright law. See what you can do to initiate a software use policy statement in your school that everyone respects. Finally, as an educator, help set an example for your students that responsible computer users should be "software legal."

If you have any questions about how the copyright law applies to you and your school, please contact the **Software Publishers Association at 202-452-1600.**

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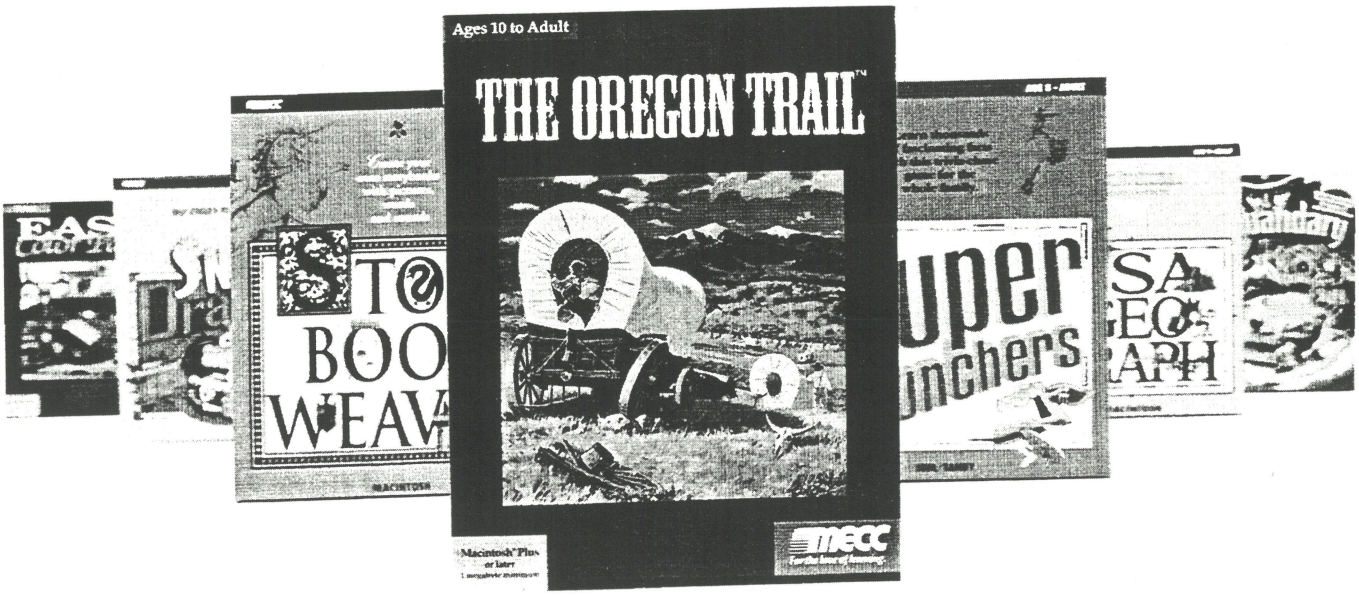

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